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ABSTRACT

This compilation of evaluation materials for a distance learning program for mental retardation/developmental disabilities workers is divided into pretests and posttests. Section 1, Pretests, provides instructions for participants and the job-related reading, writing, and problem solving inventory. The inventory, Communication Skills for Office of Mental Retardation and Developmental Disabilities (OMRDD) Direct Care Workers, consists of five parts: participant self-report, job-related reading comprehension, writing task, problem solving strategy inventory, and job-related self-efficacy scale. This section also includes a communication skills for OMRDD direct care workers supervisor's rating form. Section 2, Posttests, provides instructions for participants and the job-related reading, writing, and problem-solving inventory. The inventory consists of the same five parts that comprise the pretest. Another supervisor's rating form is provided. (YLB)

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ED 425 314

OMRDD/REACH/CUNY
DISTANCE LEARNING PROGRAM

ASSESSMENT MATERIALS

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Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

CE077629

OMRDD/REACH/CUNY
DISTANCE LEARNING PROGRAM

ASSESSMENT MATERIALS

June, 1998

U.S. Department of Education Grant Award #V198A40298

PRE - TESTS

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

JOB-RELATED READING, WRITING AND PROBLEM SOLVING INVENTORY

INSTRUCTIONS FOR PARTICIPANTS

This inventory for the Distance Learning Program consists of five parts.

You have up to two hours to complete this packet. Feel free to get up and stretch or to take a short break in between if you need to.

Two of the sections, the Job-Related Reading Comprehension and the Writing Task, are timed. You will have thirty minutes to finish the Job-Related Reading Comprehension and twenty minutes to finish the Writing Task. Let your proctor know when you are beginning each of these sections and he or she will let you know when your time is up.

You have been given a sealed envelope to ensure confidentiality. The information you provide is confidential. It will not be given to anyone at OMRDD or CSEA.

When you have completed the inventory, place it in the envelope addressed to your program coordinator. Fill in the checklist or the bottom left-hand corner. Seal the envelope. Ask your proctor to sign along the seal of the envelope. Send the sealed envelope to your program coordinator who will forward it to the Distance Learning Program offices at CUNY.

Please note the time you started work on this packet

Time started _____

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

PARTICIPANT SELF-REPORT

Name (print)_____ Work Site_____

Date_____

We would like to know how well you are able to complete job tasks that require reading, writing, math, and problem solving skills. Please answer the questions on the next page.

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Please indicate below how well you are able to complete the job tasks listed. Circle the number that shows how you feel.

1 = not very well (I have a lot of difficulty doing these tasks.)
2 = okay (I can do these tasks but often have trouble.)
3 = fairly well (My work is acceptable, although sometimes I make errors.)
4 = very well (I do these tasks very well. My work is up to or better than expectations.)

	CIRCLE ONE:				
1. Writing a log entry	1	2	3	4	N/A[1]
2. Writing a note (N27)	1	2	3	4	N/A
3. Understanding technical vocabulary used in written material	1	2	3	4	N/A
4. Reading memos	1	2	3	4	N/A
5. Understanding written OMRDD regulations and procedures	1	2	3	4	N/A
6. Understanding written Case Reports	1	2	3	4	N/A
7. Completing an Incident Report Form	1	2	3	4	N/A
8. Spelling	1	2	3	4	N/A
9. Converting measurement units to metric system	1	2	3	4	N/A
10. Relaying accurate, precise information in writing	1	2	3	4	N/A
11. Using basic math on the job for med-administration, shopping, etc.	1	2	3	4	N/A
12. Reading & understanding ADL cards & charts	1	2	3	4	N/A

[1]Not applicable: Only if you never do this.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

JOB-RELATED READING COMPREHENSION

Name_____ Work Site_____

Date_____

Directions: There are three passages. Read the directions for each passage. Then read the passage. For passage 1 and 2 you will find the important information in the passage. For passage 3 you will be given a scenario based on the reading and will identify the mistakes in that scenario.

You will have thirty minutes to work on this section. Let your proctor know when you are ready to begin and he or she will tell you when thirty minutes are up. You may not have finished reading all of the passages in thirty minutes. That's okay. Just stop wherever you are when the thirty minutes are up.

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Selection 1[1]

Directions: You are helping train a new Direct Care Worker. This person will be expected to do most of the shopping for your community house where 12 individuals live. The new worker has little experience in buying in large quantities. Read the following passage and make a list of the four most important pieces of information to tell that worker. Only use information in the passage. (Note: Don't worry about spelling. It won't be counted.)

How do you get the most for your money?

The average family spends about half its food budget for milk and meat (or other entrees) and about a fifth on fruits and vegetables. The remainder is used for all other food purchases. To stay within your budget, you must avoid excess purchasing and waste. Information on unit pricing can be a valuable asset to help buy the item that best meets your menu and is within your budget. Store or generic brands often provide an excellent value compared with name brand products. You will need to evaluate quality to be sure you are satisfied before purchasing store or generic brand again.

Be aware that the largest package is not always the best value. In addition to looking at unit cost, you should try to consider cost per serving. If waste is involved with a product, the cost of the prepared product can be a more reliable guide of food prices than price per pound or market unit. The cost of the prepared product is determined by dividing the price per pound or market unit by the number of edible servings.

For example, 70% lean ground beef may cost less than ground beef (80% lean), but the yield

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[1] from Guide to Food Purchasing for Community Homes, New York State OMRDD, Booklet #1, February, 1995.

will be less after cooking. If 70% ground beef costs $1.89 per pound, but yields 3.7 three ounce servings, it would cost 51 cents per serving, while 80% ground beef costing $2.09 per pound yields 4.7 three ounce servings, and would cost 44 cents per serving. The lean meat is cheaper in the long run!

Selection 1

Important Information

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

Selection 2[2]

Directions: You are continuing to help train a new Direct Care Worker. At this point the worker is learning about safety standards. Read the memo below and list the three pieces of information that will be most important to the employee. (Note: Do not worry about spelling. It won't be counted.)

MEMORANDUM

TO: Community Residence ICF/DD Providers
Community Residence Providers
Day Treatment Program Providers
County Service Group Certification Coordinators
DDSO Certification Staff

FROM: James P. Otis, Ph.D.
Director, Bureau of Standards and Procedures

DATE: February 22, 1982

RE: Periodic Testing of Smoke and Heat Detectors in Residential and Day Programs

Recently, questions have arisen regarding the responsibilities of residential and day program operators in regard to the periodic inspection of smoke and heat detectors in their facilities. It cannot be emphasized strongly enough the importance of this regulatory requirement as one of the basic means of protecting the welfare and safety of individuals[3] and staff.

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[2]from Fire Safety, Trainee Manual, New York State OMRDD

[3]The term "clients" was used in the original text. "Individuals" is a preferred form when referring to persons who receive services from OMRDD.

To ensure documentation in meeting this responsibility, records should be kept in the agency's administrative files concerning the date and time of the inspection, the person conducting the inspection, and the results of the inspection. In addition, the agency's policies and procedures manuals should deal with the need to conduct such inspections in order to ensure the safety of individuals and specify the delegation of responsibility and specific procedures to be carried out in meeting this responsibility.

Selection 2

Important Information

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Selection 3[4]

Directions: read the selection then answer the questions that follows.

All medications shall be administered upon receipt of a written or telephone order from a physician, dentist, or nurse practitioner. In event of a telephone order, only a licensed nursing staff shall receive and record the order. An entry shall be made immediately by the individual on the Doctors Order Sheet (89K) specifying the date, time, name of the physician and nurse, and the notation "telephone order."

All telephone orders shall be confirmed in writing on Form 89K by the respective primary physician or dentist within 24 hours of the call.

All Schedule II drugs shall be administered by licensed nursing personnel (RN or LPN) only. If a special vehicle should be used, it must be specified in the physician's or dentist's order.

Acetaminophen with codeine (tylenol with codeine) is a Schedule II drug and may be administered by approved medication administration personnel.

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[4]from OMRDD Fingerlakes DDSO (Monroe Developmental Center) Policies and Procedures Manual, October, 1993.

After administration, the person administering a medication shall enter his or her own initials in the respective day/time block and shall enter his/her name and title in the upper hand grid on the TREATMENT AND MEDICATION RECORD (Form 89K.1).

When a dosage is not administered, the initials entered will be circled and a note made on the F 223 Medication Record and the Progress Notes, or the appropriate letter will be entered from the charting code. The unit nurse/doctor will be notified.

Only licensed personnel shall administer medications subcutaneously, intramuscularly, interderminally, intravenously or via naso-gastric tube or G-tube.

<u>Question</u>: In the paragraph that follows, agency procedures were not followed correctly. Read the paragraph. Based on selection 3 make a list of <u>three</u> mistakes that were made.

A physician speaks to a Direct Care Worker by phone and instructs the Direct Care Worker to give a Schedule II drug to Jane, a consumer . (The drug is something other than Tylenol with codine). The Direct Care Worker follows the instructions given by phone. She decides that it is not necessary to record the order. After giving the medication to Jane the Direct Care Worker initials the treatment and medication records.

Mistakes Made:

1.

2.

3.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

WRITING TASK

Name_____Work Site_____

Date_____

Use the lined paper on the next pages for this writing task. Do not use any real names in your writing. Make up names for people you are writing about. You will have **twenty minutes** to write. Let your proctor know when you are ready to begin and he or she will tell you when twenty minutes are up. Please write as clearly as possible. **Write your name and the date clearly on every piece of paper you hand in.**

Imagine that you are telling a new co-worker about your job. Write down what you would say.

Write as much as you can. Try to write three paragraphs or more. Spend the whole twenty minutes writing. There's no need to copy over what you write. If you make a mistake, just cross it out neatly and continue writing. Use complete sentences.

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OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

PROBLEM SOLVING STRATEGY INVENTORY

Name_____ Work Site_____

Date_____

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Carol is a Direct Care Worker at a community home. Below are four problems that Carol encountered in her work day. As you read about Carol, think about what Carol should do in each situation. Then write about what Carol should do.

Problem 1:

Alan, an individual in Carol's community home, must follow a strict diet because of a medical problem. Alan's mother comes to visit with a meal for her son. The meal includes everything that Alan is not supposed to have. Carol informs the mother that Alan cannot have the meal due to his strict diet. No matter what Carol says, the mother insists that Carol "look the other way" just for awhile, as these are Alan's favorite foods.

What should Carol do?

Problem 2:

Carol's community home is short-staffed for the evening shift. There are only two staff people on duty. An outing is planned with four of the eight individuals in the home. They are really looking forward to this trip. Just before dinner, one of the individuals, Mary, falls out of her wheelchair. Mary is complaining about being in a lot of pain, but Carol can't find anything wrong. If one of the staff members takes Mary to the hospital, the outing will have to be cancelled.

What should Carol do?

Problem 3:

David, an individual at Carol's community home, acts up on the bus coming home from his program. He attempts to kick the staff person but his foot hits the pole instead. Carol is in the room when the staff person reports this incident to the supervisor. The supervisor simply documents it in the log book without examining David, calling the nurse, or filling out the proper forms.

If you were in Carol's situation, what would you do?

Problem 4:

When bathing Alice, an individual in her care, Carol notices that Alice can lift her hand to clean under her arms. Carol suggests at a team meeting that Alice has the skills to pull a lever. The nurse says that's impossible. Alice doesn't have the mental ability. The team sides with the nurse and decides not to give Alice that particular learning activity.

If you were in Carol's situation, what would you do?

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

JOB-RELATED SELF-EFFICACY SCALE

Name (print) _____ Work Site _____

Date _____

We are interested in finding out how sure you feel about your job-related reading, writing, math, and problem solving skills at the present time.

Below are some job situations. You may not be doing these things at the present time, but you may do them at some time in the future, or you may have done them in the past. Imagine that you have to do each task right now. Think about each situation and decide how sure you are that you could handle it.

Answer each question by circling a number (1 - 7) below it. For example, if your answer is "pretty sure," circle 5. If your answer is between "not too sure" and "pretty sure," circle 4.

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Situation 1

Suppose you are about to write Weekly Progress Notes for an individual.

1. You read the Treatment Plan before you write the Progress Notes. How sure are you that you could decide which information in the Treatment Plan will be useful to the Progress Notes you will write?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

2. How sure are you that you could make a list of an individual's recent behaviors, which you would include in the Progress Notes?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

3. How sure are you that you could write about the individual's behavior in an organized way so that others could easily understand what had happened during the week?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

4. How sure are you that you could write the progress notes using the correct words? (for example, professional vocabulary?)

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

5. How sure are you that you could spell all the words correctly and use the correct punctuation in your progress notes?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 2

Suppose you observe an incident concerning an individual at your work site.

6. You are not sure of how to classify the incident you observe. You refer to the written document on Incident Reports and Regulations. How sure are you that you will be able to understand this document and find the information you need?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

7. Based on your reading of the document, how sure are you of the steps you should take to document and report this incident?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

8. You are asked to write a description of the incident. How sure are you that you can write a clear, accurate description of the incident including all of the important information?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

9. How sure are you that you can complete an Incident Report Form 147(I) with no mistakes?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

10. How sure are you that you can understand all the words on an Incident Report Form?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 3

Suppose you will be attending an Individualized Planning Meeting that includes a psychiatrist, a social worker, a nurse, and other direct care workers. The purpose of the meeting is to review several individuals' treatment and progress toward goals. You will have to speak to the team about one of your individuals.

11. To prepare for the meeting, you read the individual's Treatment Plan, Case Record, and other documents. How sure are you that you could understand all the written material to prepare for the meeting?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

12. You read the individual's Case Record. How sure are you that you could select the information you need to talk at the meeting about the individual's treatment and progress toward goals?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

13. You have gathered a lot of information about the individual's treatment and progress toward goals. How sure are you that you could write a well-organized summary of this information so that when you talk to the group, they could follow what you say?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 4

Suppose you are planning an outing into the community for a few of the individuals in your community home or center.

14. You are getting information to help you decide where to take your individuals. You check the newspaper and a weekly events calendar posted in a local grocery store. How sure are you that you can use these resources to make a clear, definite plan for your outing?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

15. There are many steps that have to be taken before an outing can be finalized: transportation needs to be arranged; expense vouchers have to be completed; trip forms must be filled out, etc. You are responsible for being sure that everything is taken care of before the date of the outing. How sure are you that you can complete the required forms accurately?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 5

Suppose you are assigned to do the shopping for groceries and supplies for your community home.

16. You are asked to buy a t-shirt from an individual's personal funds. How sure are you that you can itemize the expenditure on a Personal Allowance Account Ledger Card and calculate the balance accurately?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

17. You need to purchase soup for seven individuals. You know that you need a 4 ounce serving for each person. The soup comes in 1 pound, 2 ounce cans. How sure are you that you can figure out the number of cans you should buy?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

18. You want to buy one gallon of milk. The containers on the shelf are labeled 750 ml. How sure are you that you can convert the metric measure so you'll know how much to buy?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Please note the time you ended work on this packet

Time End _____

Put your completed inventory in the envelope addressed to your Program Coordinator. Fill in the checklist on the bottom left-hand corner. Seal the envelope. Have your proctor sign along the border of the envelope. Send the envelope, through agency mail, to your Program Coordinator.

Thank you.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

SUPERVISOR'S RATING

Name of Distance Learning Participant (print)[1] _____

DDSO_____ Date_____

Name of Person Completing this Form[2]_____

Title_____

We are interested in how well Distance Learning Participants do **job tasks** that require reading, writing, math, and problem solving skills. Please answer the questions on the next page.

The information you provide is **confidential**. It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports. Please do not share this information with other staff.

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[1] A separate Supervisor's Rating Form should be filled out for each participant you supervise.

[2] The person filling out this form should be the person who provides the Participant's regular performance evaluation.

Please indicate below how well the Distance Learning Participant named above is able to complete the job tasks listed. Circle the number that shows what you've observed.

1 = not very well (has a lot of difficulty doing these tasks)
2 = okay (can do these tasks but often has trouble)
3 = fairly well (work is acceptable, although sometimes with some errors)
4 = very well (work is up to or better than expectations)

	CIRCLE ONE:				
1. Writing a log entry	1	2	3	4	N/A[3]
2. Writing a note (N27)	1	2	3	4	N/A
3. Understanding technical vocabulary used in written material	1	2	3	4	N/A
4. Reading memos	1	2	3	4	N/A
5. Understanding written OMRDD Regulations and procedures	1	2	3	4	N/A
6. Understanding written Case Reports	1	2	3	4	N/A
7. Completing an Incident Report Form	1	2	3	4	N/A
8. Spelling	1	2	3	4	N/A
9. Converting measurement units To metric system	1	2	3	4	N/A
10. Relaying accurate, precise Information in writing	1	2	3	4	N/A
11. Using basic math on the job for Med-administration, shopping, etc.	1	2	3	4	N/A
12. Reading & understanding ADL cards and charts	1	2	3	4	N/A

[3] Not applicable: Only if the participant never does this.

POST - TESTS

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

JOB-RELATED READING, WRITING AND PROBLEM SOLVING INVENTORY

INSTRUCTIONS FOR PARTICIPANTS

This assessment package for the Distance Learning Program consists of five measures.

You have up to two hours to complete this packet. Feel free to get up and stretch or to take a short break in between if you need to.

Two of the sections, the Job-Related Reading Comprehension and the Writing Task, are timed. You will have thirty minutes to finish the Job-Related Reading Comprehension and twenty minutes to finish the Writing Task. Let your proctor know when you are beginning each of these sections and he or she will let you know when your time is up.

You have been given a sealed envelope to ensure confidentiality. The information you provide is confidential. It will not be given to anyone at OMRDD or CSEA.

When you have completed the measures, place them in the envelope addressed to your team leader. The proctor will sign along the border of the envelope seal and give the sealed envelope to your team leader who will forward it to the Distance Learning Program offices at CUNY.

Please note the time you started work on this packet

Time started _____

(Post: Self-Report)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

PARTICIPANT SELF-REPORT

Name (print)_____Work Site_____

Date_____

We would like to know how well you are able to complete job tasks that require reading, writing, math, and problem solving skills. Please answer the questions that follow.

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Section 1

Please indicate how well you are able to complete the job tasks listed. Circle the number that shows how you feel. .

1 = not very well (I have a lot of difficulty doing these tasks.)
2 = okay (I can do these tasks but often have trouble.)
3 = fairly well (My work is acceptable, although sometimes I make errors.)
4 = very well (I do these tasks very well. My work is up to or better than expectations.)

CIRCLE ONE:

1. Writing a log entry	1	2	3	4	N/A[1]
2. Writing a note (N27)	1	2	3	4	N/A
3. Understanding technical vocabulary used in written material	1	2	3	4	N/A
4. Reading memos	1	2	3	4	N/A
5. Understanding written OMRDD regulations and procedures	1	2	3	4	N/A
6. Understanding written Case Reports	1	2	3	4	N/A
7. Completing an Incident Report Form	1	2	3	4	N/A
8. Spelling	1	2	3	4	N/A
9. Converting measurement units to metric system	1	2	3	4	N/A
10. Relaying accurate, precise information in writing	1	2	3	4	N/A
11. Using basic math on the job for med-administration, shopping, etc.	1	2	3	4	N/A
12. Reading & understanding ADL cards & charts	1	2	3	4	N/A

[1]Not applicable: Only if you never do this.

Section 2

Circle the number that shows the amount of change you think you have made because of the Distance Learning Program. Then give an example of how you use the skill on the job.

1 = no change

2 = a little change

3 = some change

4 = a lot of change

13. Reading on the job 1 2 3 4

Example_____

14. Writing on the job 1 2 3 4

Example_____

15. Using math on the job 1 2 3 4

Example_____

16. Problem solving on the job 1 2 3 4

Example_____

Section 3

17. Have you noticed any improvement in your communication skills (reading, writing, math, problem solving) in your personal life? If so, please describe.

18. What did you like about the Distance Learning Program?

19. What did you not like about the program?

20. Would you recommend the program to others? Yes_____No_____

Any other comments:

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

JOB-RELATED READING COMPREHENSION

Name_____ Work Site_____

Date_____

Directions: There are three passages. Read the directions for each passage. Then read the passage. For passage 1 and 2 you will find the important information in the passage. For passage 3 you will be given a scenario based on the reading and will identify the mistakes in that scenario.

You will have thirty minutes to work on this section. Let your proctor know when you are ready to begin and he or she will tell you when thirty minutes are up. You may not have finished reading all of the passages in thirty minutes. That's okay. Just stop wherever you are when the thirty minutes are up.

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Selection 1[1]

<u>Directions</u>: You are helping train a new Direct Care Worker. This person will be expected to do most of the shopping for your community house where 12 individuals live. The new worker has little experience in buying in large quantities. Read the following passage and make a list of the <u>four</u> most important pieces of imformation to tell that worker. Only use information in the passage. (Note: Don't worry about spelling. It won't be counted.)

How do you get the most for your money?

The average family spends about half its food budget for milk and meat (or other entrees) and about a fifth on fruits and vegetables. The remainder is used for all other food purchases. To stay within your budget, you must avoid excess purchasing and waste. Information on unit pricing can be a valuable asset to help buy the item that best meets your menu and is within your budget. Store or generic brands often provide an excellent value compared with name brand products. You will need to evaluate quality to be sure you are satisfied before purchasing store or generic brand again.

Be aware that the largest package is not always the best value. In addition to looking at unit cost, you should try to consider cost per serving. If waste is involved with a product, the cost of the prepared product can be a more reliable guide of food prices than price per pound or market unit. The cost of the prepared product is determined by dividing the price per pound or market unit by the number of edible servings.

For example, 70% lean ground beef may cost less than ground beef (80% lean), but the yield

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[1] from <u>Guide to Food Purchasing for Community Homes</u>, New York State OMRDD, Booklet #1, February, 1995.

will be less after cooking. If 70% ground beef costs $1.89 per pound, but yields 3.7 three ounce servings, it would cost 51 cents per serving, while 80% ground beef costing $2.09 per pound yields 4.7 three ounce servings, and would cost 44 cents per serving. The lean meat is cheaper in the long run!

Selection 1

Important Information

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

Selection 2[2]

Directions: You are continuing to help train a new Direct Care Worker. At this point the worker is learning about safety standards. Read the memo below and list the three pieces of information that will be most important to the employee. (Note: Do not worry about spelling. It won't be counted.)

MEMORANDUM

TO: Community Residence ICF/DD Providers
Community Residence Providers
Day Treatment Program Providers
County Service Group Certification Coordinators
DDSO Certification Staff

FROM: James P. Otis, Ph.D.
Director, Bureau of Standards and Procedures

DATE: February 22, 1982

RE: Periodic Testing of Smoke and Heat Detectors in Residential and Day Programs

Recently, questions have arisen regarding the responsibilities of residential and day program operators in regard to the periodic inspection of smoke and heat detectors in their facilities. It cannot be emphasized strongly enough the importance of this regulatory requirement as one of the basic means of protecting the welfare and safety of individuals[3] and staff.

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[2]from Fire Safety, Trainee Manual, New York State OMRDD

[3]The term "clients" was used in the original text. "Individuals" is a preferred form when referring to persons who receive services from OMRDD.

To ensure documentation in meeting this responsibility, records should be kept in the agency's administrative files concerning the date and time of the inspection, the person conducting the inspection, and the results of the inspection. In addition, the agency's policies and procedures manuals should deal with the need to conduct such inspections in order to ensure the safety of individuals and specify the delegation of responsibility and specific procedures to be carried out in meeting this responsibility.

Selection 2

Important Information

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Selection 3[4]

Directions: read the selection then answer the questions that follows.

All medications shall be administered upon receipt of a written or telephone order from a physician, dentist, or nurse practitioner. In event of a telephone order, only a licensed nursing staff shall receive and record the order. An entry shall be made immediately by the individual on the Doctors Order Sheet (89K) specifying the date, time, name of the physician and nurse, and the notation "telephone order."

All telephone orders shall be confirmed in writing on Form 89K by the respective primary physician or dentist within 24 hours of the call.

All Schedule II drugs shall be administered by licensed nursing personnel (RN or LPN) only. If a special vehicle should be used, it must be specified in the physician's or dentist's order.

Acetaminophen with codeine (tylenol with codeine) is a Schedule II drug and may be administered by approved medication administration personnel.

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[4]from OMRDD Fingerlakes DDSO (Monroe Developmental Center) Policies and Procedures Manual, October, 1993.

After administration, the person administering a medication shall enter his or her own initials in the respective day/time block and shall enter his/her name and title in the upper hand grid on the TREATMENT AND MEDICATION RECORD (Form 89K.1).

When a dosage is not administered, the initials entered will be circled and a note made on the F 223 Medication Record and the Progress Notes, or the appropriate letter will be entered from the charting code. The unit nurse/doctor will be notified.

Only licensed personnel shall administer medications subcutaneously, intramuscularly, interderminally, intravenously or via naso-gastric tube or G-tube.

<u>Question</u>: In the paragraph that follows, agency procedures were not followed correctly. Read the paragraph. Based on selection 3 make a list of <u>three</u> mistakes that were made.

A physician speaks to a Direct Care Worker by phone and instructs the Direct Care Worker to give a Schedule II drug to Jane, a consumer . (The drug is something other than Tylenol with codine). The Direct Care Worker follows the instructions given by phone. She decides that it is not necessary to record the order. After giving the medication to Jane the Direct Care Worker initials the treatment and medication records.

Mistakes Made:

1.

2.

3.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

WRITING TASK

Name_____Work Site_____

Date_____

Use the lined paper on the next pages for this writing task. Do not use any real names in your writing. Make up names for people you are writing about. You will have **twenty minutes** to write. Let your proctor know when you are ready to begin and he or she will tell you when twenty minutes are up. Please write as clearly as possible. **Write your name and the date clearly on every piece of paper you hand in.**

Imagine that you are telling a new co-worker about your job. Write down what you would say.

Write as much as you can. Try to write three paragraphs or more. Spend the whole twenty minutes writing. There's no need to copy over what you write. If you make a mistake, just cross it out neatly and continue writing. Use complete sentences.

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

PROBLEM SOLVING STRATEGY INVENTORY

Name_____ Work Site_____

Date_____

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Carol is a Direct Care Worker at a community home. Below are four problems that Carol encountered in her work day. As you read about Carol, think about what Carol should do in each situation. Then write about what Carol should do.

Problem 1:

Alan, an individual in Carol's community home, must follow a strict diet because of a medical problem. Alan's mother comes to visit with a meal for her son. The meal includes everything that Alan is not supposed to have. Carol informs the mother that Alan cannot have the meal due to his strict diet. No matter what Carol says, the mother insists that Carol "look the other way" just for awhile, as these are Alan's favorite foods.

What should Carol do?

Problem 2:

Carol's community home is short-staffed for the evening shift. There are only two staff people on duty. An outing is planned with four of the eight individuals in the home. They are really looking forward to this trip. Just before dinner, one of the individuals, Mary, falls out of her wheelchair. Mary is complaining about being in a lot of pain, but Carol can't find anything wrong. If one of the staff members takes Mary to the hospital, the outing will have to be cancelled.

What should Carol do?

Problem 3:

David, an individual at Carol's community home, acts up on the bus coming home from his program. He attempts to kick the staff person but his foot hits the pole instead. Carol is in the room when the staff person reports this incident to the supervisor. The supervisor simply documents it in the log book without examining David, calling the nurse, or filling out the proper forms.

If you were in Carol's situation, what would you do?

Problem 4:

When bathing Alice, an individual in her care, Carol notices that Alice can lift her hand to clean under her arms. Carol suggests at a team meeting that Alice has the skills to pull a lever. The nurse says that's impossible. Alice doesn't have the mental ability. The team sides with the nurse and decides not to give Alice that particular learning activity.

If you were in Carol's situation, what would you do?

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

JOB-RELATED SELF-EFFICACY SCALE

Name (print) _____ Work Site_____

Date_____

We are interested in finding out how sure you feel about your job-related reading, writing, math, and problem solving skills at the present time.

Below are some job situations. You may not be doing these things at the present time, but you may do them at some time in the future, or you may have done them in the past. Imagine that you have to do each task right now. Think about each situation and decide how sure you are that you could handle it.

Answer each question by circling a number (1 - 7) below it. For example, if your answer is "pretty sure," circle 5. If your answer is between "not too sure" and "pretty sure," circle 4.

The information you provide is **confidential.** It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports.

Situation 1

Suppose you are about to write Weekly Progress Notes for an individual.

1. You read the Treatment Plan before you write the Progress Notes. How sure are you that you could decide which information in the Treatment Plan will be useful to the Progress Notes you will write?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

2. How sure are you that you could make a list of an individual's recent behaviors, which you would include in the Progress Notes?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

3. How sure are you that you could write about the individual's behavior in an organized way so that others could easily understand what had happened during the week?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

4. How sure are you that you could write the progress notes using the correct words? (for example, professional vocabulary?)

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

5. How sure are you that you could spell all the words correctly and use the correct punctuation in your progress notes?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 2

Suppose you observe an incident concerning an individual at your work site.

6. You are not sure of how to classify the incident you observe. You refer to the written document on Incident Reports and Regulations. How sure are you that you will be able to understand this document and find the information you need?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

7. Based on your reading of the document, how sure are you of the steps you should take to document and report this incident?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

8. You are asked to write a description of the incident. How sure are you that you can write a clear, accurate description of the incident including all of the important information?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

9. How sure are you that you can complete an Incident Report Form 147(I) with no mistakes?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

10. How sure are you that you can understand all the words on an Incident Report Form?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 3

Suppose you will be attending an Individualized Planning Meeting that includes a psychiatrist, a social worker, a nurse, and other direct care workers. The purpose of the meeting is to review several individuals' treatment and progress toward goals. You will have to speak to the team about one of your individuals.

11. To prepare for the meeting, you read the individual's Treatment Plan, Case Record, and other documents. How sure are you that you could understand all the written material to prepare for the meeting?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

12. You read the individual's Case Record. How sure are you that you could select the information you need to talk at the meeting about the individual's treatment and progress toward goals?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

13. You have gathered a lot of information about the individual's treatment and progress toward goals. How sure are you that you could write a well-organized summary of this information so that when you talk to the group, they could follow what you say?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 4

Suppose you are planning an outing into the community for a few of the individuals in your community home or center.

14. You are getting information to help you decide where to take your individuals. You check the newspaper and a weekly events calendar posted in a local grocery store. How sure are you that you can use these resources to make a clear, definite plan for your outing?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

15. There are many steps that have to be taken before an outing can be finalized: transportation needs to be arranged; expense vouchers have to be completed; trip forms must be filled out, etc. You are responsible for being sure that everything is taken care of before the date of the outing. How sure are you that you can complete the required forms accurately?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Situation 5

Suppose you are assigned to do the shopping for groceries and supplies for your community home.

16. You are asked to buy a t-shirt from an individual's personal funds. How sure are you that you can itemize the expenditure on a Personal Allowance Account Ledger Card and calculate the balance accurately?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

17. You need to purchase soup for seven individuals. You know that you need a 4 ounce serving for each person. The soup comes in 1 pound, 2 ounce cans. How sure are you that you can figure out the number of cans you should buy?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

18. You want to buy one gallon of milk. The containers on the shelf are labeled 750 ml. How sure are you that you can convert the metric measure so you'll know how much to buy?

Not at all sure		Not too sure		Pretty sure		Very sure
1	2	3	4	5	6	7

Please note the time you ended work on this packet

Time End _____

When you have completed the measures, place them in the envelope addressed to your team leader. The proctor will sign along the border of the envelope seal and give the sealed envelope to your team leader who will forward it to the Distance Learning Program office at CUNY.

Thank you.

(Post: Supervisor's Rating)

OMRDD/REACH/CUNY DISTANCE LEARNING PROGRAM

COMMUNICATION SKILLS FOR OMRDD DIRECT CARE WORKERS

SUPERVISOR'S RATING

Name of Distance Learning Participant (print) _____

DDSO_____ Date_____

Name of Person Completing this Form[1]_____

Title_____

We are interested in how well Distance Learning Participants do job tasks that require reading, writing, math, and problem solving skills. Please answer the questions on the attached form.

The information you provide is **confidential**. It will only be used for research purposes. The information will only be seen by research staff and will not be given to anyone at OMRDD or CSEA. No individual participant, supervisor, or DDSO will be identified in reports. Please do not share this information with other staff.

[1] The person filling out this form should be the person who provides the Participant's regular performance evaluation.

Section 1

Please indicate below how well the Distance Learning Participant named above is able to complete the job tasks listed. Circle the number that shows what you've observed.

1 = not very well (has a lot of difficulty doing these tasks)
2 = okay (can do these tasks but often has trouble)
3 = fairly well (work is acceptable, although sometimes with some errors)
4 = very well (work is up to or better than expectations)

	CIRCLE ONE:				
1. Writing a log entry	1	2	3	4	N/A[2]
2. Writing a note (N27)	1	2	3	4	N/A
3. Understanding technical vocabulary used in written material	1	2	3	4	N/A
4. Reading memos	1	2	3	4	N/A
5. Understanding written OMRDD Regulations and procedures	1	2	3	4	N/A
6. Understanding written Case Reports	1	2	3	4	N/A
7. Completing an Incident Report Form	1	2	3	4	N/A
8. Spelling	1	2	3	4	N/A
9. Converting measurement units To metric system	1	2	3	4	N/A
10. Relaying accurate, precise Information in writing	1	2	3	4	N/A
11. Using basic math on the job for Med-administration, shopping, etc.	1	2	3	4	N/A
12. Reading & understanding ADL cards and charts	1	2	3	4	N/A

[2] Not applicable: Only if the participant never does this.

(Post: Supervisor's Rating)

Section 2

Circle the number that shows the amount of change you think you have observed in the Direct Care Worker since his or her participation in the Distance Learning Program. Then give an example of how the skill is used on the job.

1 = no change

2 = a little change

3 = some change

4 = a lot of change

13. Reading on the job 1 2 3 4

    Example_____

14. Writing on the job 1 2 3 4

    Example_____

15. Using math on the job 1 2 3 4

    Example_____

16. Problem solving on the job 1 2 3 4

    Example_____

Further comments welcome (use reverse side).